ED 423 064 PLEASE! TEACH ALL OF ME: MULTISENSORY ACTIVITIES FOR
PRESCHOOLERS.
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DOCUMENT RESUME

ED 423 064 PS 026 902

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TITLE Please! Teach All of Me: Multisensory Activities for Preschoolers.
ISBN ISBN-1-57035-001-9
PUB DATE 1994-00-00
NOTE 182p.
AVAILABLE FROM Sopris West, 4093 Specialty Place, Longmont, CO 80504; toll-free phone: 800-547-6747; fax: 303-776-5934; www: http://www.sopriswest.com ($19.50).
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Classroom Environment; Cognitive Development; *Cognitive Style; Emotional Development; Language Enrichment; *Learning Activities; Learning Modalities; Movement Education; *Multisensory Learning; Preschool Children; Preschool Education; Teaching Methods

ABSTRACT

Most people, including children, have preferences for how they learn about the world. When these preferences are clearly noticeable, they may be thought of as sensory strengths. For some children, sensory strengths develop because of a weakness in another sensory area. For these children, multisensory instruction can be very helpful. Multisensory instruction focuses on the strengths and preferences children have for learning and also ensures that children experience a variety of sensory experiences to facilitate their learning. It involves designing an environment with sights and smells, language and auditory rhythm, and opportunities for gross and fine motor movement, touch, and manipulation. This book, written for PreK to Second Grade level, provides hundreds of multisensory activities for use with young children. A sampling of the book's 39 chapters includes: (1) "Multisensory Instruction--Just What Is It?"; (2) "How Does This Child Learn?"; (3) "Children's Reactions to Over- and Under-Stimulation"; (4) "Introduction to Movement"; (5) "Building a Gross Motor Foundation"; (6) "Introduction to Fine Motor Development"; (7) "Prewriting/Writing"; (8) "Introduction to Language"; (9) "Specific Language Instruction"; (10) "Helping Children with Word Finding Difficulties"; (11) "Introduction to Cognition"; (12) "Concept Development"; (13) "Math"; (14) "Music and Rhythm in the Learning Process"; (15) "Improving Performance with Self-Talk"; (16) "Linking Cognition with Language Using a Multisensory Approach"; (17) "Introduction to the Emotional World of Children"; (18) "Elements That Affect Feelings"; (19) "When a Child Needs More Than You Can Give"; (20) "Introduction to Environmental Set-Up"; (21) "Getting Children to Pay Attention"; and (22) "Traits of a Healthy Group--Environmental Considerations." Four appendixes include definitions of multisensory terms; activities, toys, and recipes that stimulate general cognitive development; and references and resources. (EV)

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